

# DOCUMENT RESUME

ED 211 419

SO 013 797

TITLE Education for a Global Perspective: A Presentation to the Board of Regents.  
 INSTITUTION New York State Education Dept., Albany. Center for International Programs and Comparative Studies.  
 PUB DATE Dec 80  
 NOTE 30p.  
 EDRS PRICE MF01/PC02 Plus Postage.  
 DESCRIPTORS Adult Education; Economic Factors; \*Educational Needs; Elementary Secondary Education; \*Global Approach; Higher Education; International Education; International Educational Exchange; Political Influences; Program Descriptions; Second language Instruction; Social Influences; Study Abroad; Teacher Education; World Affairs

## ABSTRACT

Education for a global perspective and its implications for the state of New York are discussed. Economic, political, and social factors are examined. If New York's business community is to succeed in turning around the state's economy and if it is to capitalize upon the uniquely international setting and history of New York state, it will need far stronger support from the state's educational establishment, especially from colleges where languages and international education are taught. Instruction must coincide with business needs. Fewer than one percent of college-aged Americans are now enrolled in any course which specifically relates to international areas. Only about one percent of college professors go abroad each year. One to two percent of college students participated in study abroad programs last year. Of secondary students, only 16% are enrolled in foreign language courses at present. The Iranian crisis and the anti-American wave that swept over West and South Asia in 1979 have highlighted the urgency of both political and educational responses. New York state has already undertaken many cultural and international activities of note. In 1961, the New York State Education Department established a Center for International Programs and Comparative Studies which operates as a principal organizer for international education in schools, universities, and adult education. Discussed are eight focal points for future policy directions including adult and community learning programs, infusion of global perspectives in the curriculum, preservice and inservice training of teachers, second language facility, international business education, educational and cultural exchanges, and research and coordination. (Author/RM)

\*\*\*\*\*  
 \* Reproductions supplied by EDRS are the best that can be made \*  
 \* from the original document. \*  
 \*\*\*\*\*

ED211419

U.S. DEPARTMENT OF EDUCATION  
NATIONAL INSTITUTE OF EDUCATION  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

- X This document has been reproduced as received from the person or organization originating it.  
☐ Minor changes have been made to improve reproduction quality.  
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

## EDUCATION FOR A GLOBAL PERSPECTIVE

### A Presentation to the Board of Regents

December, 1980

"PERMISSION TO REPRODUCE THIS  
MATERIAL HAS BEEN GRANTED BY

Robert M.  
Trombly

TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC)."

### CONTENTS

|                                                     |    |
|-----------------------------------------------------|----|
| I. Definition of Education for a Global Perspective |    |
| II. Eight Focal Points for Policy Direction         |    |
| III. Presentation                                   |    |
| Introduction. . . . .                               | 1  |
| Economic Factors . . . . .                          | 2  |
| Political and Social Factors. . . . .               | 9  |
| Education for a Global Perspective in New York.     | 18 |

SP 013797

Prepared by  
The Center for International Programs  
and Comparative Studies  
State Education Department  
Albany, New York

### DEFINITION

Education for a Global Perspective is learning about the past and anticipating the future interdependence among nations, social and political changes. It includes learning to understand and live with peoples who are different from oneself while preserving one's own cultural traditions.

Education for a Global Perspective requires instruction to develop "(1) skills -- the ability to think in terms of systems rather than isolated events, and in interdisciplinary and generalist (as well as specialist) terms; (2) knowledge of other nations and cultures; and (3) cross-cultural awareness, enabling Americans to put themselves imaginatively in the place of persons with other values and interests."\*

\*Clark Kerr, "Education for Global Perspectives," The Annals of the American Academy of Political and Social Science, March 1979, p. 109.

### EIGHT PROPOSED FOCAL POINTS FOR POLICY DIRECTIONS

Should the Center for International Programs prepare specific programs and plan activities to meet the following policy directions for the Department?

1. ADULT LEARNING: Heighten citizen awareness of the impact of global events upon the community and the potential for community response and influence on global events; provide means for communities to undertake public awareness programs.
2. INFORMATION AND COMMUNICATION: Provide and maintain resource banks of existing current international affairs including foreign area studies, economics, politics and social and health studies for media, business, cultural and community organizations, and educational institutions to use in understanding and capitalizing upon opportunities offered by a swiftly changing world situation; draw public attention to existing resources.
3. INTEGRATE EDUCATION FOR A GLOBAL PERSPECTIVE INTO THE GENERAL EDUCATIONAL CURRICULUM AT ALL LEVELS: Emphasize the global perspective in all existing courses of study through model projects, example, training, improved resources and more effective use of resources in schools, colleges and professional schools.
4. IMPROVE INTERACTION BETWEEN PRECOLLEGIATE AND POSTSECONDARY INTERNATIONAL AND MULTICULTURAL EDUCATION: Have university, elementary, and secondary school teachers, professional staff, and curriculum designers in greater contact with one another in order for the curriculum to reflect current thinking and knowledge about international affairs and programs.

5. LANGUAGE LEARNING: Demonstrate and promote the obvious career and personal benefits to students and adults from learning and using a second language through media programs, employment information services, and taking advantage of America's multi-ethnic heritage by emphasizing the maintenance of languages of American ethnics among second and third generations.
6. TRAINING AND EDUCATION FOR MANAGING ACROSS CULTURES: Develop and promote programs to help academic institutions work with business to improve American productivity and competitive strength in an interdependent world economy.
7. INTERNATIONAL EXCHANGES: Enlarge upon and refine services available to schools with foreign student populations, to American students going abroad, to foreign students in the State, including predeparture counselling, self-assessment of institutional objectives and programs, information dissemination and recruitment, including the formation of a collaborative of higher education institutions to work with foreign governments on international exchange of students, secondary and other cultural or educational exchanges.
8. RESEARCH: Inspire and coordinate original and continuous research projects on resources and methods for learning and teaching about a rapidly changing world; make readily available background information and responses to world events which challenge expectations or threaten the national security.

Education for a Global Perspective  
A Presentation to The Board of Regents  
Cultural Education Committee

Historians, said Cyrus Vance in June, 1980, may conclude that "ours was a failure not of opportunity but of seeing opportunity; a failure not of resources but of the wisdom to use them; a failure not of intellect but of understanding and of will."

(Quoted in New York Times, June 10, 1980)

Iran in revolution. Afghanistan invaded. Kampuchea suffering genocide. Cease-fire in Rhodesia uneasy. El Salvador another Nicaragua? Another knee-capping in Italy. An OPEC increase in the price of Arabian crude oil. Japanese and Russian and Canadian whalers attacked at sea and in newspaper ads. Another jump in the price of gold and another sag in the value of the U.S. dollar. NATO approves cruise missiles. SALT II stalled in the Senate over Soviet troops in Cuba, Angola, Afghanistan. Boat people are settled in Albany.

These events demonstrate less the variety and diversity of world anarchy than they register the intensity and velocity of foreign involvements in our lives. They also demonstrate our inevitable individual involvement in world changes. For example, in New York State, New York City hosts more foreign tourists than at any other time in history. Exports from New York hit an all-time high. The Hong Kong and Shanghai Banking Corporation woos the Marine Midland Bank, Upstate's largest. Out of 13 cartoons of 1979 selected for the year's review by an Albany paper, eight were about international incidents or trends. The May 6, 1980 New York Times' front page had eight stories, five of them about the world beyond America or America's response to the world beyond, and a sixth was

a feature on "Hispanic Residents Find Some Gains Amid Woes."

Will the 1980's allow us to pursue our own destinies without undue worry about other parts of the world? How about the beginning of the next century? Will we be able to live at peace with ourselves at home?

The question is moot. The United States is tied into an interdependent world whether we like it or not. It must act in a world which is only partially of its own making and of its own choosing. The United States must seek to respond positively to the opportunities thrust upon it; more importantly, it has to respond intelligently to problems and crises in large measure by anticipating them before they happen and before they are beyond control. It must not be taken by surprise.

Where in all of this is education? How do we educate Americans to be citizens of the world as well as of city, state and nation? What is the status of Education for Global Perspectives in schools, community colleges, colleges, universities and cultural institutions? What are the problems and what are the opportunities for New York State education in the late 1980's in the context of a fragile world, a world increasingly complex and increasingly interdependent?

This paper is both a report and a pattern for action.

New York, from its geographic location, its history, its population and its economy faces unique pressures and singular opportunities with respect to the rest of the world. Unique pressures and opportunities require particular answers. Economic, social and political factors must be defined and responses offered.

#### Economic Factors

New York has for long regarded itself -- justifiably -- as the most international of all the States. The giant Port of New York is the nation's

leading foreign trade center and employs the largest number of workers in commerce-related positions. The financial center for the world continues to be New York City, with increasing numbers of foreign banks locating branches there and with a continued massive inflow of foreign capital.

The Port of New York was still by far the largest shipment point for exports by value; exports of New York State as a whole are an important part of the economy of the State. A total of 135,000 jobs in New York State depend on exports of manufactured goods, according to the most recent statistics, 9.3% of the total manufacturing jobs in the State. In 1976, 250,000 persons were employed in import and export activities, and 84,000 workers in New York State manufacturing industries were directly involved in manufacture for export, bringing in a payroll each year well in excess of \$1 billion. New York is the fifth largest State in terms of manufactures exported, standing behind California, Michigan, Illinois and Ohio. Export industry is a growth industry. Over the period 1972-1976, New York exports of manufactures increased 92%.

In agriculture, New York exports are prominent, too. One out of seventeen New York farmers grows crops for export in the latest statistics. New York is the fifth largest exporter of vegetable produce, accounting for 6% of the national total. New York is second only to Alaska in exports of cured fish.

In banking, New York employs over 170,000 persons, a key international activity in the State. While upstate banks mainly deal with correspondent banks for their international business, those correspondents are all located in New York City. New York City is by far the largest financial center in the nation when measured in international terms alone.

Commerce and manufacture is a two-way street. Including New York City, there are almost 100 New York State communities in which are located manufacturing plants owned more than 10% by foreign owners. Foreign investors control 42 New York State chemical plants, and such well known retailers as Korvette's, Grand Union and even A & P. The inflow of capital is gigantic. This is a side of the economic coin on which experts and citizens are split: is this a benefit to the State or is it a detriment?

Some problems New York State shares with its sister States:

1. Declining productivity of American industry as compared with other nations.

2. Inflation, the product of many forces, but at least one force of inescapably global dimension - the Energy Crisis. Almost 50 percent of New York's petroleum comes from other nations.

3. Erosion of the value of the American dollar, the basic unit for international trade.

4. General diminution of the innovative capacity of American business, a serious lag in both basic and applied research, two fields in which New York used to be the acknowledged national leader.

These problems clearly are not confined to New York, but are general to much of America's economy. Problems of international origin do, however, offer to New York a singular challenge. As Governor Carey highlighted in his Message to the Legislature in 1979, New York's private industry and labor will play a major role in meeting the challenge to strengthen the economy of New York State. In 1979, he appointed a Council on International Business "to serve as a catalyst for increased foreign business activity among New York firms." It is clear that the role of international trade, manufacture and finance will play a crucial role in rebuilding the State's economy.

In this rebuilding, there is a key role for education, not only at the university level, but within the entire system.

New York's educational system has created an enviable record at producing a population of high skills in industrial society. Our schools have produced a highly skilled labor force and, with our higher educational institutions, a creative and competent technical and managerial group. This positive factor in this State's economy needs to be reviewed and renewed for the new global changes.

There are obstacles to developing a more flourishing worldwide market for New York State goods and services. Some of the larger corporations have been able to identify these obstacles and evolve successful responses, but the consequence has been that only about 100 American firms do 50% of the nation's export business, and only 250 firms account for 80% of all U.S. exports. The vast bulk of American -- and by implication New York State -- firms do not seek international business because they lack "export awareness" and the technical know-how to engage in it.\* Yet international trade not only contributes disproportionately to the State's economy, but it is highly profitable for those who engage in it.

Among the primary obstacles are ones for which education can supply relief. They are lack of knowledge and skills for international management or marketing. It is important to note that much of this knowledge and skill will also be profitably used within the United States. For example, the management of ethnic, linguistic or cultural minorities in domestic plants and the seeking of markets among these minorities require much

---

\*Samuel L. Hayden and Leslie W. Koepplin, "International Business, Foreign Language and International Studies: Analysis of Relationships and Recommendations," Background Paper and Studies, President's Commission on Foreign Language and International Studies, Washington, Superintendent of Documents, 1979, p. 238.

the same capacities as the management of foreign nationals or marketing overseas. Global Education assumes such truths which become clear in the economic context: the same education and training needed to be effective in international trade will be profitable in domestic trade. National boundaries no longer limit or define the managerial or marketing talents needed.

A list of business problems in international trade that require educational solutions, and for which solutions will be equally valid for domestic enterprises would include:

1. General incompetence of many American business managers and marketing personnel in languages other than English. Although many, if not most, other nations produce business professionals who communicate in English, the most effective and productive businessperson is one who is able to understand and capitalize upon the language of his customers or clients. Miscues and mistranslations are inefficient and limit profits. Education should produce career businesspersons who are capable in a second language.

2. Reluctance of international business firms to hire persons trained in language and international relations. This, too, limits the capacity of firms to seize the opportunities which are presented by world markets and conditions. An educational response might be to tie language or international studies into the pre-career education of persons planning to go into business. The complaint of business is valid that persons who have concentrated in language and international studies are not properly equipped to fulfill careers in business. The answer is simple: match competence and concentration in economics, management and marketing with language and international knowledge and skills.

3. Unwillingness of small and medium sized firms to initiate and engage in business activities overseas. The reason is lack of information on the opportunities, but lying behind that is the absence of broad familiarity with international business law, regulations and customs and the skills necessary to operate in a foreign country.

4. High rate of failure among American managers assigned overseas. The failure rate (persons returning home before completing their assignment) runs as high as 67% of all those assigned overseas. The reasons are to be found not only in the obstacles other societies throw up to close them off to foreigners, but in the preparation of the manager and the manager's family for communicating across cultures, especially in another language.\*

Many of these problems could be solved expeditiously were there effective research results available to prove the economic costs. Linking business with education, there could be more internationally oriented coursework in undergraduate and graduate business administration programs, refreshing innovation in language and international education courses to suit the needs of the private sector, and a new pertinence of university language and area studies programs to business needs.

The recent President's Commission on Foreign Language and International Studies examined the educational roots of international business problems. The facts appear to indicate that education, higher education in particular, is not delivering the learning opportunities or resources needed by those who plan to make careers in international business, or needed by the businesses themselves to purposefully pursue opportunities either overseas or among America's many cultures at home. Formal education has not helped to make citizens or businesses aware of the needs;

\*See Vern Terpstra, The Cultural Environment of International Business. Cincinnati, South-Western Publishing, 1978.

nor has it helped to publicize its resources for filling them.

- Business schools do not require, and many do not even offer, coursework in international business. 75% of those earning doctorates in business fields -- the future instructors in business schools and business departments -- reported not one course in international subjects in preparation for the degree. 10% reported only one course in an international subject, in the same American Council on Education survey.
- 3% of all undergraduates -- less than 1% of the entire 18-22 age group in America -- have been enrolled in any courses which deal specifically with international events, peoples or cultures according to the President's Commission. Yet the bulk of these undergraduates will go into fields with major international opportunities in engineering, high technologies, business, finance and government.
- In spite of \$200 million in Federal funds spent on language and area studies in higher education in the last twenty years, there is virtually no major contribution being made by university international centers to the problems of international trade and finance, according to the ACE survey. The NDEA Title VI Centers maintain faculties with heavy commitment to research and scholarship in languages, linguistics, anthropology, sociology, political science and history, according to a late 1979 Ford Foundation staff report. Only 9.3% of 1976 Ph.D. recipients in international studies had economics as their discipline. Of the current population of international university specialists in 1979, only 11% were in the field of economics, and only a handful of that proportion were in business-related economics.
- For lack of appropriate incentives, there has been little curricular innovation in international studies at the university level, although there has been a virtual revolution in the closely-related fields of cross-cultural communications, social psychology, human relations, according to a state-of-the-art study for the U.S. Department of State. The obsolescent quality of course offerings seriously inhibits education for international business careers.

If New York's business community is to succeed in turning around the State's economy, and if it is to capitalize upon the uniquely international setting and history of New York State, it will need to make some changes in its selection of personnel and its use of resources for international trade. But it will also have to enjoy far stronger support from the State's educational establishment, particularly in institutions of higher learning where rich and plentiful resources for language and

international specialties are currently aimed at research and instruction which rarely coincides with business needs. Education has not only a responsibility to lead, but has the resources already at hand to exercise that leadership.

Development of capacity to manage across cultures abroad has important domestic implications. While the rising cost of sending an American manager abroad and the increasing proportion of executives and managers of American operations abroad who are not American citizens suggest a declining need for language and cross-cultural skills, the reverse is in fact true. While there may be today fewer American managers in Rome, Italy, than there were ten years ago, there are likely more non-American managers passing through Rome, New York, than ten years ago. General Electric, for example, has become multinational, and it now employs only 500 Americans abroad. The other side of that coin is that more non-American managers must come to the Fairfield headquarters, New York City or Schenectady to confer with their GE peers. The interface between the American executive and the foreign operations still exists, but its locale has been moved to the United States. Thus, the skills are still just as much needed, if not more so as business expands.

Likewise, the skills needed for managing operations, finances, labor, manufacturing, and personnel abroad, and the skills needed for managing organizations with people who speak another language and are members of another culture are important skills in America's domestic economy.

Recent years have seen an expansion of hiring and advancement of our ethnic, racial and linguistic minorities within the American business establishment. At the same time, there has been explosive growth in marketing directed to special ethnic or linguistic groups, much of the

advertising appearing in other languages. Managing and marketing within America's pluralistic society require many of the same skills, much of the same educational preparation.

There is a role for New York's education to direct special efforts to improve the multicultural, language and international components for those preparing for business careers, whether those careers are pursued in the U.S.A. or elsewhere.

#### Political and Social Factors

The recent crisis in Iran brought to the surface the political pressures which weigh upon Americans, and to which New York is as subject as the rest of the nation. We cannot withdraw from the rest of the world any more than New York or California can withdraw from the Union. Will we be able to deal intelligently and humanely with the rest of the world, or will we move uncertainly from crisis to crisis, perhaps from crisis to disaster?

The Regents have shown their foresight in their 1970 and 1976 Position Papers on International Education, stating in 1976 that "the importance of understanding the role of the United States in the world does not need to be demonstrated." Yet, in fact, it needs repetition and reinforcement, as this paper itself demonstrates.

Civic responsibility, however, must imply an international responsibility as well as a civic discipline. An alert citizenry is one that knows both the nation's friends and foes, but holds out for both of them a daily demonstration of its ideals of democracy and human rights.

International issues also strike directly at American education. Foreign students have become increasingly important as enrollments, especially in higher education, decline. New York State, long host to the

largest number of foreign students, is now second but fading to the faster growing Sun Belt states, having in 1978-79 only 8.5% of U.S. enrollment. Some institutions actively recruited foreign students in recent years, particularly the 67% who could pay their own way, Iranians, Taiwanese, Arabians. Eighty-eight percent of foreign students came from nations of Africa, Asia and Latin America (18% from Iran in 1978). Only 11.2% of our foreign students were from the nations of Canada and Western Europe with whom we share a cultural heritage. In 1978-79, 22,750 foreign students were in New York State. They generated \$92 million in cash flow just for maintenance in that year and their total economic contribution exceeded \$150 million. An important economic factor for institutions and college communities, they were most important to the engineering and business faculties of their institutions, for 44.5%, and independent colleges 67.6%. How many of them serve as a learning resource for American students and faculties? How many of them feel that the requirements of American universities are appropriate to their futures -- and, on the other side of the coin, how many American universities consciously adapt their offerings to the needs of foreign students rather than shaping those students to existing curricular requirements? Is this not an opportunity missed? How do we avail ourselves of them to understand their cultures? What has American education offered by way of international responses?

Fewer than 1% of college-aged Americans are now enrolled in any course which specifically relates to international areas or issues. Only about 1% of faculty members in higher education go abroad each year. One or two percent of college students participated in study abroad programs last year.

Of secondary school students, only 16% are enrolled in foreign

language courses at present, and, of last year's high school graduates, less than 2% were fluent in a second language.

Of Federal international education programs, the most prominent is the Fulbright program, yet Fulbright has suffered an erosion of over 30% of its funds in recent years just through the declining value of the dollar overseas. Now sharply higher air fares seriously affect not only Fulbright, but all study abroad programs. Federal support for international education has declined by over half in the last ten years, without any compensation from outside sources. Of 800 major corporations giving grants in 1976, \$438 million went to education, but only \$6 million of that to precollegiate education. In 1975, only \$250,000 went to international education.

Of the 460 foundations making 4,000 grants in 1976, only 679 went to international education, none of that to schools.

Ambassador John E. Reinhardt, Director of the United States International Communication Agency, recently summarized:

American education for over 100 years has been isolationist in its context, centered around the concerns of a growing nation... 'It has been hard enough to try to prepare the nation's youth for responsive and responsible participation in local and national affairs. Now the system is asked to help young Americans become responsive and responsible citizens of an interdependent world. The new assignment would be ridiculous if it were not also imperative.'

Programs in international education are in no sense frills or 'extras' - they are essential to our cultural, indeed our political survival.

Former Regent Stephen K. Bailey said in 1975:

American schools...are caught up in curricular and degree requirements that do not reflect the urgencies of modern international coping. Furthermore, a heightened vocationalism in a mass educational market may well be exacerbating the parochialism of the American educational system.

Unless something is done to compensate for these educational anachronisms, the United States will lack the expert human resources needed to steer American public and private enterprise through the dangerous and uncharted waters that lie ahead. Equally serious is that this nation will lack the widespread popular understanding needed for the political acceptance of difficult trade-offs urged by informed leadership or emerging as the necessary logic of our living in a perpetual state of international interdependency.

The Iranian crisis and the anti-American wave that swept over West and South Asia in 1979 highlighted the urgency of both political and educational response. It is not safe for Americans to await the education of a new and more internationally alert generation. It is not enough to improve our international curriculum in schools and colleges for those coming to maturity in the next two decades. The American public can be educated to understand and respond creatively to the interdependence of the world and to the fragility of the world's political system.

Americans appear ready to accept this principle. In the 1979 Gallup Poll on education, 60% of respondents believed that "interdependence of nations -- foreign relations" was an essential subject for the schools. A similar, unpublished poll of school board members and superintendents of schools nationally by the National Association of School Boards confirmed this finding. 61% of school board members and 69% of superintendents reported that "global education" was "an important idea." Only 2% and 5% respectively believed that it was something school boards need not know about.

While favoring improved education for a changing world, most Americans do not know how to go about instituting it; they are not yet ready to set priorities for developing the skills essential for dealing with interdependence. Here is where New York can lead.

There have been a number of notable recent attempts to find ways of changing our schools to meet the needs of a new world. The U.S. Commissioner of Education in 1978 selected a special task force on Global Education. A long-established New York international center changed its name and focus to Global Perspectives in Education, Inc. The North Central Association of Colleges and Schools, in conjunction with the Charles F. Kettering Foundation, recommended a new global education concept in learning.

Significantly, North Central called its project School Improvement Through Global Education. The implications are broad, for what is proposed is no new course or department, but a sweeping infusion of global concerns into the entire K-12 curriculum, evolving from the expressed needs of the community itself. Definitions of "Global education" are significant, although perhaps still indistinct. They include sensitivity to the worldwide implications of interdependence, reaching beyond isolationism and national chauvinism to see obligations of humans for each other enhancing an individual's participation in world affairs, increasing awareness of global perspectives and developing skills, values and attitudes for living in the world of today and tomorrow. More precise, perhaps are the recommendations of Robert G. Hanvey on "An Attainable Global Perspective:"

1. Perspective consciousness: the recognition that the individual has a view of the world which is not universally shared, that

this view has been shaped by influences that escape conscious detection, and that others have views that are profoundly different from one's own.

2. State of the Planet awareness: awareness of prevailing world conditions and developments (including emergent conditions such as population, migration, economic conditions, resources, political developments, etc.)
3. Cross-cultural awareness: awareness of the diversity of ideas, values and practices in human societies around the world and of how such ideas and practices compare, and perspective of how one's own values and practices might be viewed by those who do not share them.
4. Knowledge of global dynamics: comprehension of key traits and mechanisms of the world system, with emphasis on theories and concepts that may increase intelligent consciousness and response to global change.
5. Awareness of human choices: awareness of the problems of choice facing individuals, nations, societies and the human species as consciousness and knowledge of the global system expands.

A strong and responsive national government has its roots in a strong and informed citizenry. That citizenry today is not informed about global interdependence and world politics. American options are much more limited than a century ago. Our citizenry tends not to be sufficiently informed to be the bulwark for a government which is firm and realistic in its policies toward other cultures, other countries. Ours is a public which understands only very dimly the international dimensions of energy, environment and economy.

The President's Commission reported in November, 1979:

Nothing less is at issue than the nation's security. At a time when the resurgent forces of nationalism and of ethnic and linguistic consciousness so directly affect global realities, the United States requires far more reliable capacities to communicate with its allies, analyze the behavior of potential adversaries, and earn the trust and the sympathies of the uncommitted. Yet, there is a widening gap between these needs and the American competence to understand and deal successfully with other peoples in a world in flux...In our schools and colleges as well as in our public media communications, and in the everyday dialogue within our communities, the situation cries out for a better comprehension of our place and potential in a world that, though it still expects much from America, no longer takes American supremacy for granted. Nor, the Commission believes, do this country's children and youths, and it is for them, and for their understanding of their own society, that an international perspective is indispensable. Such a perspective is lacking in most educational programs now...

We arrived at these conclusions after painstaking examination of the evidence and on the basis of extensive expert testimony from the fields of education, business and labor, industry and government, and from representative citizen groups. We were left with no room for doubt that America's position in the world has changed radically over the last quarter century. Powerful competitors challenge our military and economic position, while the revolution of rising expectations in the Third World exerts new pressures and makes new demands on us. Nuclear monopoly has given way to nuclear proliferation. The United States is no longer the only major center of scientific and technological progress. We confront a potent combination of social ideologies and national aspirations that have extensive consequences for America's well-being.

The future will belong to nations that are wise as well as strong.

The Commission pointed out that:

- Only 15% of American high school students now study a foreign language, down from 24% in 1965, and the decline continues (New York enrollments, the nation's highest, are 37%).
- Only one out of 20 U.S. high school students now study French, German or Russian beyond the second year, while experts believe a minimum of 4 years (high school instruction) is needed for basic language competence.
- Only 8% of American colleges and universities require a foreign language for admission, compared with 34% in 1966. Even fewer require enrolled students to take a foreign language or pass an equivalency test.

State Education Department figures for 1978 show only 1.4% of all upper division university enrollments in the State were in foreign language majors, and that only 1.3% of all undergraduates were enrolled in language courses for degree credit.\* Even more startling are the national statistics that only 5% of all teachers in training have had any exposure whatever to global content or perspectives in their college coursework. Sixty percent of all teacher educators polled in 1973 reported that they attached little or no importance to international/intercultural education. (A distinction not shared by School Board Members surveyed half a decade later.) The situation may have changed since these figures, but, according to a study by the American Association of Colleges of Teacher Education in 1973, they cited lack of funds, absence of competent faculty, dearth of appropriate curriculum materials and the need for schools of education to be more responsible to domestic intercultural than international realities.

American values have proven themselves for this culture over two centuries and more. They are today under challenge and attack from rival values, some of them far more antique, some of them stridently young. Their challenge must evoke a careful reexamination of what has made our culture strong and valuable, and a careful review of possibilities for change to meet changed world circumstances. Awareness of how values are acquired, how they respond to change, how they may be protected and reinforced is among the necessities for American citizens in the next few decades. The President's Commission report is, in fact, entitled, "Strength Through Wisdom."

---

\*College and University Admissions and Enrollment, New York State, Fall 1978. Albany, State Education Department, 1979. Tables 9 and 13.

To prepare citizens to act wisely in such a world clearly demands new skills, new attitudes and new knowledge. What is needed has been called "a new civic literacy," another term for the combination of basic competency skills, cognitive knowledge and attitudes which are demanded by our changing world. A catalog of these would include:

- Ability to communicate effectively with persons from other cultures, irrespective of their language and ours.

This includes the ability to "read" non-verbal language and to recognize culture clues in the behavior of persons who are culturally different from oneself. This skill is as important within pluralistic American society as it is in purely international contexts. It is an important component of multicultural education.

- Knowing how to learn from experience.

Social interaction is the unavoidable teacher, yet students in formal settings tend to be insulated from this as a learning experience. In a pluralistic American society and in a polyglot world, individuals must interact with others who are culturally different from them, in each interaction learning something from the experience. To know how to learn from experience is a fundamental skill for competent living within a society, an indispensable talent for living in a changing world society.

- Knowing how to learn with others.

"Group process" is a basic feature of adult learning where the teacher no longer directs and monitors the learning. In a multicultural nation and world, learning along with others who are not the same as oneself must become a familiar and productive activity. It is, in fact, the way a culture grows and changes.

- Capacity to respond constructively to the behavior of others, no matter how outlandish it may appear.

World peace and domestic harmony begins with interpersonal relations. Reacting to others without trying to understand the cultural origins of their behavior tends not to be constructive, studies show.

- Knowledge of the unitary nature of the world, its ecology, its resources, the human race.

Interdependence is not simply economic or even limited to oil from OPEC, but requires knowledge derived from all the social, humanities and science disciplines in which there is recognition that the globe is one single ecological system and we are part of it.

The Commission in passing took aim at some of the unnecessary and unjustifiable obstacles which have been erected in recent years. These obstacles are not uniquely aimed at obstructing language or international studies, but are typical of institutional operations in our present age. Among them are the tendency to use budgets less as planning instruments for constructive use of resources than as weapons against improvement of resources. In language and international studies at both college and school levels, declining enrollments are given as reasons for budget cutbacks, and budget cutbacks force further decline in attractiveness to student enrollments in a vicious circle.

A recent Ford Foundation staff report (1979), however, appears to indicate that graduate level international education is in fact in better shape than graduate education generally and that international studies in higher education across the board is very much in the same condition as other fields and departments. The President's Commission itself represents a heartening national effort to highlight the problems and pinpoint the opportunities. Another witness to high level concern for meeting the challenges of the day, whether they are defined as international or global was the Commissioner of Education's Special Task Force on Global Education. Evidence abounds among the professional associations and at meetings of teachers and scholars that those who teach and perform research in international fields are conscious of their role to perform more effectively both for their students and institutions on the one hand and for their nation and culture on the other. Evidence from New York is strong in this respect.

Education for a Global Perspective in New York

New York State has led the nation in giving prominence to international education. Its curriculum led the nation in the 1960's for K-12 grades. Among its community colleges are some of the most internationally-renowned and most internationally active. Its public and independent colleges have been leaders in international education for many years. It is likewise a leader in areas of multicultural education.

The State Education Department itself has been instrumental in international leadership for over twenty years. Many of the most striking improvements made in this period have been responses to the Department's leadership. A special office for developing and administering programs in international education, now called the Center for International Programs and Comparative Studies, was established in 1961. The Center has consistently been a national leader in this field. Equally recognized has been the leadership of the Department's Elementary, Secondary and Continuing Education office which developed curricular approaches to African and Asian area studies in the mid-1960's which are still in general use even beyond the State's borders.

The Center for International Programs has operated as a principal focal point for international education in schools, universities and adult education. Currently, it is funded with discretionary Federal funds appropriated to the State, but between 1969 and 1977 it received \$778,500 in State funds. Grants of over \$3 million have been received by the Center from Federal, foundation and other sources.

The impact of the Center's operations to date has been wide. Recent developments include:

- A major international conference on labor, cosponsored with the Carnegie Endowment for International Peace and the New York State School of Industrial and Labor Relations, elicited the cooperation of thirteen national unions, including the AFL-CIO, ILGWU and the USW. The bulk of America's labor leadership participated in assessing Labor's stake and voice in a changing world economy.
- A series of Regents' Forums, funded by the U.S. Department of State, reached over 300 active community and State leaders between 1977 and 1979. One major Forum was on education for international trade for State governmental, educational and academic leaders. Another, in Rochester, drew regional business leaders, persons who have made Rochester the 17th largest exporting center in the nation. A Forum in New York drew national and State leaders in the arts and humanities to discuss international cultural exchanges. Follow-up activities are proceeding. A 1980 Forum on "Study Abroad and the Community" involved over 150 students, their parents and host families to foreign students.
- The Center's annual participation in the Conference on Asian Studies and a secondary school workshop on Asian Studies sponsored by the State University have annually provided contacts with over 300 persons. In ten years, most of the State's leaders in international studies have been reached directly by the Center.
- The Center has reached over 200 national and statewide leaders of foreign language instruction in 1979, recommending activities to support the President's Commission and its work.
- The 1979-80 Human Rights and Citizenship Project will directly train almost 100 New York State teachers who, within one year, will be presenting the project's materials to over 8,000 students in 5 regions of the State. Within two years, the published materials of this project will be used by over 30,000 students in elementary and secondary schools. Public library and museum professionals will also receive training and materials.
- Materials from the Educational Resources Center in India annually reach almost 10,000 students and teachers. Over 200 American educators annually visit the ERC in New Delhi for briefing and training programs.
- Programs are annually prepared by the Center for 100 international visitors. These visitors have been introduced to over 10% of all institutions of higher learning in the State and have visited 50 schools within easiest reach of Albany. Virtually every office, division and bureau within the State Education Department has received foreign visitors since this program commenced.
- Visitors from 90 foreign countries have been received by the Center, including several Ministers of Education of independent nations, the most recent from The Netherlands.

- All 745 school districts in New York State will shortly receive The Center's Guidelines for Study Abroad for District Administrators. A similar publication for parents and counsellors will reach 3,000 persons in 1980.
- A Center professional staff member was one of 45 national leaders from Federal and non-Federal positions to produce a report on Global Education for the U.S. Commissioner of Education, 1979.
- The Center administered a highly successful pilot project in self-instruction in foreign languages. This program, still strong in New York State, is now self-sustaining and on a nationwide basis. Over 1,000 students are annually enrolled, almost half from New York. In 1980, there are 48 separate language courses available. The Center is now working to broaden this program to New York's adult population.
- Two experimental public forums on SALT II and the US-Soviet confrontation have been cosponsored by the Center with 22 regional voluntary organizations. These are a step toward a comprehensive statewide program of community forums on international issues. Two Albany and Schenectady community leaders have participated in the Department-sponsored training program for adult study circle facilitators as a direct result of this program. The ad hoc committee of the organizations is continuing.
- The Center has arranged for academic year visits by 15 curriculum consultants from 13 different countries -- the largest number in the entire nation. The latest consultant, from Colombia in 1978-79, visited 48 schools and addressed over 12,000 students in 30 different localities. In 1980-81, there will be a consultant from Italy.
- The Center prepared a chapter on interprofessional collaboration for the 1980 Yearbook of the American Council for Teaching Foreign Languages, to be circulated to over 10,000 professionals nationwide.
- Participation in the work of the National Council for International Visitors (formerly COSERV) has affected the activities of over 150,000 adult volunteers in voluntary associations in 92 different communities across the nation.
- The Center, as a founding member of the Interorganizational Commission on International Education, works with other national leadership groups to touch virtually every professional educator and every student in international studies, at all levels, across the entire nation.
- Information gathered in 1979 from every school in New York State on student and teacher exchange is being used to improve the benefits of study abroad programs to local communities throughout the State.

The State Education Department has other multicultural and international activities of current note and of historic significance. The Secondary Social Studies curriculum which went into effect in the early 1970's included an entire year, 9th Grade, devoted to Africa and Asia alone, with 10th Grade concentrating on World History. While this curriculum has in some respects been affected by the tremendous international and cultural changes of the last decade, it still serves as a striking national model for international education in the schools. The Bureau of Foreign Languages Education has for long urged local districts and teachers to include more cultural material in language instruction. The General Curriculum Division for Curricular Services has collaborated with the Bureau of Social Studies and the Center for International Programs on many international projects, most recently a successful grant proposal for teacher training and resource development on human rights in five nations, funded by the U.S. Office of Education. Fresh cooperation has been developed between the Center for International Programs and the Bureau of Bilingual Education, seeking to implement multicultural components in pre-service teacher education and other matters. The Bureau of Mass Communications has developed a close working relationship with the United Nations International Children's Emergency Fund (UNICEF) resulting in the production of film material on energy, and currently on urban conditions around the world and is currently administering "Television Linking Cultures" project.

Multicultural education is approached from many other directions within the State Education Department. The Division of Intercultural Relations and the Bureau of Bilingual Education provide training and technical assistance in racial, ethnic and linguistic integration of the

schools. The Native American Education unit administers programs for New York's indigenous minority. The Bureau of Migrant Education assists school districts impacted by movements of migrant agricultural workers, most of them members of Black, Puerto Rican, Cuban, Canadian, Native American minorities. The Higher Educational Opportunity Plan assists minority students into higher education. The Office of Higher Education is planning a bilingual education unit. Adult Learning Services and Continuing Education have plans for adult ethnic and multicultural learning programs. There is no specific curriculum on multicultural education, however, except insofar as cultural pluralism appears in the social studies syllabi. Social studies and multicultural education are not presently tested among the basic competencies under that testing program.

Other States are now following New York's lead. States as disparate as Michigan, Minnesota, North Carolina, Utah, Wisconsin, and California have all recently given strong support to international education. Illinois has taken unprecedented steps to revive and improve language study in a context of international education. The North Central States Global Education program has already been noted. Thus it is that other States are catching up with the leadership of New York, recognizing the grim truth of Ambassador Reinhardt's words that American education has been "isolationist."

\* \* \* \*

Education for a global perspective touches many programs and units in the Department and in New York State education generally. The types of activities the Department may undertake have been indicated in the eight focal points for policy direction earlier. Adult and community learning programs, infusion of global perspectives in the curriculum, preservice

and inservice training of teachers, second language facility, international business education, educational and cultural exchanges, research and coordination are included. Now at a time when resources must be applied more productively, a systematic contribution by the Department to these areas requires special focus. Discussion of the most appropriate program focus and sequence of activities will assist our efforts to specify objectives and outline budget proposals.